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ABSTRACT

This program was designed to prepare teachers bilingual in Spanish and English who, because of their background, are especially able to meet the needs of educationally handicapped children in depressed rural areas. It is called the Rural Teacher Intern (RTI) program. Each intern has had extensive experience in rural and migrant education as a part of his teacher education experience in the California Migrant Teacher Assistant (Mini-Corps) program. The RTI program is a logical and culminating preservice experience for 16 bilingual Chicano elementary teacher candidates. The RTI program incorporates a modular approach, with all interns being supervised by a two-member faculty team that also teaches the weekly seminar/practicums. The curricular and methodological emphasis is on teaching strategies and materials that are most appropriate for children who must cope with two languages and function in two cultures and who come from families that are economically depressed if not impoverished. Each intern is assigned to a full-charge position, teaching full-time under contract to one of the participating school districts in the California State University, Fresno service area. (Autnor)

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ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Name of Program Submitted: Rural Teacher Intern Program

Institution: California State University, Fresno

President: Dr. Norman A. Baxter

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Abstract

A program to prepare bilingual teachers to meet the needs of children in depressed rural areas of Central California has been initiated by California State University, Fresno in the fall of 1973. The Rural Teacher Intern (RTI) Program is a new approach to the preparation of teachers with special skills to meet special needs. Each intern has had extensive experience in rural and migrant education as a part of his teacher education experience in the California Migrant Teacher Assistant (Mini-Corps) Program. The RTI Program is a logical extension and culminating preservice experience for sixteen bilingual Chicano elementary teacher candidates. The RTI Program incorporates a modular approach with all interns being supervised by a two-member faculty team that also teaches

SP 007 563

the weekly seminar/practicum. The curricular and methodological emphasis is on teaching strategies and materials that are most appropriate for children who must cope with two languages and function in two cultures, and who come from families who are economically depressed if not impoverished. Each intern is assigned to a full-charge position, teaching full-time under contract to one of the participating school districts in the CSU, Fresno service area.

Summary

CALIFORNIA STATE UNIVERSITY, FRESNO

RURAL TEACHER INTERN PROGRAM

The Rural Teacher Intern (RTI) Program of California State University, Fresno was implemented by the School of Education in the fall of 1973. The purpose of this program is to:

1. Prepare teachers who are bilingual in English and Spanish.
2. Prepare teachers who, because of their unique background, can more readily identify with and meet the needs of children who are educationally handicapped because of poverty, social isolation, and linguistic isolation.
3. Prepare teachers who can better meet the educational needs of the rural area which is served by CSU, Fresno.

Sixteen bilingual Chicano interns are placed in full-charge teaching positions in participating school districts in the service area of CSU, Fresno. The RTI Program is staffed by a two-member faculty team who share in weekly seminar/practicum leadership as well as in the field supervision. The ratio of interns to faculty is eight to one. Weekly field visitations and weekly seminar/practicum meetings, and additional Saturday workshops, provide a heavy input of professionalizing experiences.

Each intern candidate has a Bachelor's degree, has completed the first course in student teaching, has had preservice experience in an intensive rural bilingual/cross-cultural teacher assistant training program during the previous two years, and is bilingual in English and Spanish.

Each intern is assigned to a full-charge teaching station in a participating school characterized as having a high proportion of Chicano pupils

from migrant and other low-income families. Once each week all of the interns return to the campus for a seminar/practicum stressing the areas of growth and development, learning psychology, curriculum, and teaching strategies, as they each apply to elementary teaching in depressed rural areas. In addition, the interns participate in staff development activities provided by their districts. At the end of the academic year they will organize and present a workshop to orient new intern candidates to the role responsibilities of the RTI Program participant.

CALIFORNIA STATE UNIVERSITY, FRESNO

RURAL TEACHER INTERN PROGRAM

Program Description

The Rural Teacher Intern (RTI) Program of California State University, Fresno was implemented by the School of Education in the fall of 1973. The RTI Program is a preservice field experience program which provides full-charge teaching experience under university supervision together with concurrent classroom and workshop experiences designed to prepare the interns to better meet the educational needs of children of the rural poor in Central California.

Intern model. The RTI Program design embodies a full-charge, full-time intern model. Sixteen bilingual Chicano teacher interns are placed in participating school districts in the CSU, Fresno service area. The RTI Program is staffed by a two-member faculty team who share in the weekly seminar/practicum leadership as well as in the filed supervision. The ratio of interns to faculty is eight to one. Weekly field visitations and weekly seminar/practicum meetings, and additional Saturday workshops provide a heavy input of professionalizing experiences.

Each intern candidate has a Bachelor's degree, has completed the first course in student teaching, has had preservice experience in an intensive rural bilingual/cross-cultural teacher assistant training program during the previous two years, and is bilingual in English and Spanish.

Each intern is assigned to a full-charge teaching station in a participating school characterized as having a high proportion of Chicano pupils from migrant and other low-income families. Once each week all of the interns return to the campus for a seminar/practitum class stressing the

areas of growth and development, learning psychology, curriculum, and teaching strategies, as they each apply to elementary teaching in depressed rural areas. Saturday workshops in special needs methods areas are also scheduled as an extension of the seminar/practicum. The interns also participate in all local school staff development activities. At the end of the academic year they will organize and present a workshop to orient new intern candidates to the role responsibilities of the RTI Program participant.

Course sequence and description. The following sequence of courses reflects the professional preparation that accrues to the intern during his participation in the program:

To be completed by June prior to the intern year.

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| EEd 100 - Foundations of Education | 3 Units |
| EEd 105 - Development and Learning | 3 Units |
| EEd 120T - Reading Methods and Materials | 3 Units |
| EEd 107A - Proseminar for Student Teachers | 3 Units |
| EEd 132A - Student Teaching | 3 Units |

To be completed by September of the intern year.

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| EEd 185 - Orientation to Intern Teaching | 2 Units |

To be completed during the fall of the intern year.

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| EEd 175 - Seminar and Practicum in Elementary Teaching | 6 Units |
| EEd 267 - Intern Teaching | 6 Units |

To be completed during the spring of the intern year.

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| EEd 176 - Seminar and Practicum in Elementary Teaching | 6 Units |
| EEd 267 - Intern Teaching | 6 Units |

Electives as required to reach 30 post A.B. units.

The following are descriptions of the professional courses that are completed during the intern year:

1. EEd 185 - Orientation to Intern Teaching.

   Orientation to rural education, methods of diagnosis and prescription, teaching strategies for migrant and other pupils of rural poverty, and developing and selecting appropriate bilingual and cross-cultural materials.

2. EEd. 175 - Seminar and Practicum in Elementary Teaching.

   Seminar and practicum to train teachers for service in economically depressed rural areas. Growth and development, priciples of learning, with curricular and methodological focus on language development and reading.

3. EEd 176 - Seminar and Practicum in Elementary Teaching.

   Seminar and practicum to train teachers for service in economically depressed rural areas. Relationship between school and community, and scope and function of the elementary school in the rural setting. Curricular and methodological focus on social studies, science, and mathematics.

4. EEd 267 - Intern Teaching.

   Teaching experience with contract for one school year under supervision of university faculty personnel. The candidate will teach under the Intern Teaching Credential in a full-charge situation.

## Program Development

Need for intern program. Early in the academic year of 1972-73 school districts in the CSU, Fresno service area were canvassed regarding their interest in participating in an intern program to prepare bilingual Chicano

elementary teachers. The responses were positive, indicating a large unmet need for teachers that the RTI Program was being designed to prepare. The employment demands for credentialed bilingual teachers have consistently exceeded the supply in Central California. The School of Education at CSU, Fresno proposed the RTI Program as one way to meet this need.

Many children in Central California are reared in homes where English is not their native language. The largest language group after English is Spanish. Virtually all of the native Spanish speaking population in Central California are of Mexican descent. The learning problems of children who must cope with two languages and two cultures are multiple and frequently severe. Because the classroom learning environment is generally seen as the single most important aspect of the child's school experience, and because the teacher is the key factor in that environment, a bilingual Chicano teacher should have tremendous potential in meeting the learning needs of pupils who are children of the rural poor in Central California.

RTI Program as an extension of Mini-Corps. The RTI Program has been a logical extension of another program implemented at CSU, Fresno and at certain other state universities and colleges, the California Mini-Corps, a program designed to train teacher assistants for assignments in migrant education summer schools. Most of the interns have been in the Mini-Corps for at least three summers and have accumulated substantial experience functioning as bilingual teacher assistants in cross-cultural learning environments. The RTI Program taps this pool of bilingual Chicano elementary teacher candidates for developing a cadre of professionals who are predisposed to successfully meet the educational needs of children of the rural poor.

## Program Objectives

The purpose of this program is to provide an intensive preservice field experience for a selected group of elementary credential candidates which will lead to a completed standard elementary teaching credential. More specifically, the objectives of this program are:

1. To prepare teachers who are bilingual in English and Spanish.
2. To prepare teachers who, because of their unique backgrounds, can more readily identify with and meet the educational needs of children who are educationally handicapped because of poverty, social isolation, and linguistic isolation.
3. To prepare teachers who can better serve the educational needs of the rural area which is served by California State University, Fresno.

## Program Personnel

The staffing for this program is provided by a University faculty team of two members who are responsible for all supervision in the field, as well as classroom instruction in the seminar/practicum course which meets weekly on campus. Secretarial and clerical support is provided by the University, as is field travel support.

Both members of the University faculty team have had extensive experience in the areas of migrant education, bilingual/cross-cultural education, and teaching English to speakers of other languages.

## Program Budget

The RTI Program is not a funded project. While the program is one of the approved teacher preparation programs leading to an elementary teaching credential at CSU, Fresno, there is no categorical budgetary provision for

the program. The reasons for this are the following:

1. The Director is a full-time faculty member whose position is covered under normal staffing provisions.
2. The Co-Director is funded on a reimbursement basis from funds reimbursed to CSU, Fresno from the participating school districts. A fixed percentage is withheld from each of the intern's salary and forwarded to the University by the district. This arrangement is specified under a memorandum of agreement entered into by the University and each participating school district.
3. The normal staffing formula at the University does not provide for staffing at an eight to one ratio in an intern program. In order to staff at this level, a necessary prerequisite to an adequate intern model, funds are withheld from the salaries of the interns as provided under the California Education Code.
4. Support for secretarial and clerical assistance, and for field supervision travel are covered in the normal departmental budget.

Program Evaluation

The RTI Program evaluation design is as follows:

1. To measure bilingual/cross-cultural effectiveness:
   a. Intern self-checklist of bilingual/cross-cultural teaching strategies.
   b. Classroom observation schedule.
2. To measure ability to meet needs of children who are handicapped because of poverty, social isolation, and linguistic isolation:
   a. Intern self-checklist of individualized teaching strategies.

b. Micro-teaching utilizing videotape recording and playback equipment.

3. To measure level of service rendered to the school and the school community:
   a. Building principal interview schedule.
   b. Intern self-checklist of school and community involvement.

Contributions of Program to Teacher Eduction

The RTI Program is in its first year of operation at CSU, Fresno. Therefore, a definitive statement of contributions to teacher education is premature. However, the following are certainly appropriate assumptions about the expected contributions of this program:

1. The RTI Program extablishes a viable approach to the professional preparation of teachers to serve in depressed rural areas.
2. The RTI Program establishes a viable approach to the professional preparation of teachers who can function in bilingual/cross-cultural situations.
3. The RTI Program establishes a model in which a balanced faculty team is successfully utilized in both field supervision and professional course instruction.
4. The RTI Program establishes a modular pattern for field experiences and integrated professional coursework.
5. The RTI Program establishes the feasibility of implementing an intern program with a high faculty support level without the necessity of special funding.